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ABSTRACT

Inservice training sessions for directors, teachers, and teacher aides were the services most commonly requested in a 1978 survey of administrators and staff of Title VII bilingual education programs in the American Indian Bilingual Education Center (AIBEC) service region of New Mexico and parts of Colorado, Arizona, and Utah. Respondents felt that Institutions of Higher Education (IHEs) should help meet staff training needs with courses in bilingual education methodology and philosophy, American Indian art for classroom teachers, and curriculum development. All respondents endorsed pilot and field tests of classroom materials. More information regarding bilingual education and greater involvement in schools and learning activities were the most commonly requested services for parents. Respondents perceived AIBEC's role in the overall Title VII bilingual plan as including the provision of: a united effort for American Indian bilingual education, teacher training, and program and legislative information. Respondents recommended that AIBEC improve communications with regional Title VII programs. Based on the survey results, AIBEC's goals for 1978-79 included: conducting needs assessments; providing training, technical assistance, and programmatic assistance for LEAs; pilot testing of curriculum materials; organizing a communication system; materials collection; parent training; and linguistic survey and analysis. (SB)

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Needs Assessment Survey and Goals and Objectives

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COLLEGE OF EDUCATION
UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO

1979

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Assessment of Title VII Bilingual
Education Needs in AIBEC
Service Area

Purpose of Study: The needs assessment study was designed to obtain information from American Indian bilingual programs in AIBEC's service area. AIBEC's service area includes northern Arizona, southeastern Utah, New Mexico and a small portion of southwestern Colorado. The underlying purpose of the study was twofold and is described as follows:

1. To identify the program needs of Title VII projects within the AIBEC service area in order to develop the 1978-79 Workscope.

2. To ascertain local conditions and needs of Title VII projects within the AIBEC service area in order to plan and effectively deliver LEA services for the 1978-79 project year.

This information is designed to assist AIBEC in making decisions concerning the type of training areas or other services which should receive priority in development and availability in order to better meet the needs of our constituents.

It is AIBEC's intention that this study will bring together information that not only will assist the Center in its delivery of service, but will assist LEAs and IHEs in the planning and implementation of in-service and summer training sessions.

Summary of Methodology: The needs assessment study began on October 3, 1978 and was completed on November 21, 1978. The principal investigative methods employed were on-site interviews, a Director Questionnaire, and a follow-up telephone survey.

On-site interviews soliciting project descriptions and immediate project needs were conducted during October, 1978 at Jemez Springs, Acoma, Santa Clara, Bent/Mescalero, Bloomfield, Ignacio and Cortez.

Following the development and printing of a Director Questionnaire in the fall of 1978, the Center sponsored three meetings for Title VII Directors at Albuquerque, New Mexico. The meetings were held on October 26, 1978, November 2-3, 1978, and November 21, 1978. Approximately sixty directors and/or representatives from the following Title VII projects, agencies and IHEs attended: Albuquerque, Acomita, Bloomfield, Chinle, Crownpoint, Gallup, Ganado, Jemez Valley, Lake Valley, Magdalena, Many Farms, Ramah, Rough Rock, San Juan (Blanding Utah), St. Michaels, Santa Clara, Sanostee, Window Rock, All Indian Pueblo Council, Indian Education, State Department of Education, Navajo Division of Education, U.N.M. Title VII Fellowship Program, College of Ganado, University of Albuquerque and University of New Mexico.

AIBEC's new mission of providing supportive services to American Indian Bilingual programs exclusively and the Center's programmatic goals were explained to participants. The Directors and/or representatives were then asked to complete the Directors Questionnaire. (See Figure 1). The questionnaire was designed to provide AIBEC with information which will enable the Center to improve the services

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Albuquerque, N. M.

AIBEC
Assessment

Director Questionnaire

Name (Director)_____ Part Time ☐ Full Time ☐

School District_____

1. What kinds of inservice training does your district or program need for 1978-79 school year?

   A. Directors_____

   _____

   _____

   _____

   _____

   B. Teachers_____

   _____

   _____

   _____

   _____

   C. Aides_____

   _____

   _____

   _____

   _____

   D. Parents/Community_____

   _____

   _____

   _____

   _____

Figure 1. p.1

2. Would you classify your bilingual program as:

☐ A. Transitional (a program designed to prepare the child to function in the regular English speaking classroom). List Levels_____

☐ B. Maintenance (a program designed to preserve the home language, using both English and home language as means of instruction. List Levels

_____

☐ C. Other: (if this one is selected please explain)

_____

_____

_____

_____

3. What courses would you like for the Universities to offer in Bilingual Education?

_____

_____

_____

_____

_____

4. What are your goals in terms of your present bilingual program?

_____

_____

_____

_____

_____

5. Do you consider state-wide or region-wide conferences of any value?

Yes_____ No_____

6. If yes, what kind?_____

_____

_____

_____

_____

7. Do you feel it is important to pilot and field test materials before they are adopted for use?

Yes_____ No_____

8. What do you consider important in the actual pilot and field testing of materials?

_____

_____

_____

_____

_____

9. How do you perceive the role of AIBEC in your overall bilingual plan?

_____

_____

_____

_____

_____

_____

10. How can communication be improved between your Title VII program and AIBEC?

_____

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it provides to Title VII projects. Such information included in-service training needs for directors, teacher-aides, parents/community, type of bilingual program, type of course offerings by IHEs, Title VII program goals, value and preference of statewide or region-wide conferences, importance of pilot and field testing, AIBEC's role in overall individual Title programs, and finally, how to improve communications between Title VII programs and AIBEC.

Two additional meetings were sponsored by the Center to obtain additional input on needs assessment from Arizona Title VII Directors. The meetings were held at Chinle, Arizona on November 6, 1978 and November 18, 1978. Approximately twenty directors and/or representatives from northern Arizona Title VII projects were present. Once again AIBEC's mission and goals were presented to participants. The directors and/or representatives were then asked to complete the Director Questionnaire.

The return rate for responding directors at the New Mexico and Arizona meetings was ninety percent. In order to improve the response rate and ensure representative results, a follow-up telephone survey was conducted in November, 1978. The process of compiling and analyzing questionnaires was completed in December, 1978.

Results of Study: A total of 72 Director Questionnaires from project directors were received and used in the data analysis. Most of the projects are represented by both director and teacher data, but a

few are represented by director data only and a few are represented by teacher data only.

An item by item analysis shows that the most common services requested for directors are in-service training sessions dealing with the following:

1) Proposal writing (12)
2) Management training (9)
3) Language assessment (8)
4) Rationale for Bilingual Education (8)
5) Information on other Title VII Projects (8)
6) Appropriate approaches for community involvement (8)
7) Programmatic approaches (6)
8) Program Evaluation (5)
9) Implementation of Bilingual Programs (4)
10) Navajo Language training (4)

For teachers, the most common services requested are in-service training activities in the area of:

1) Teaching techniques in Bilingual Education (12)
2) Rationale for Bilingual Education (7)
3) Curriculum development methodology (6)
4) Materials displays (4)
5) Linguistics (2)
6) Methods in teaching English as a second Language (8)
7) Implementing the Native culture into the school curriculum (5)

8) Utilization of teacher aides (7)
9) Legislation affecting Bilingual Education (2)
10) Language development training (4)
11) Cultural awareness training for non-Indian personnel (3)
12) Language Assessment (4)
13) Research on the effectiveness of Bilingual Education (2)
14) Improving teacher attitudes toward language differences (3)
15) Navajo Language instruction (3)

Teacher Aides are found to need in-service training in the following:

1) Classroom teaching methodology (9)
2) Training in basic skills (7)
3) Curriculum development (5)
4) Cultural Awareness (4)
5) Rationale for Bilingual Education (3)
6) Materials available (3)
7) Language development training (5)
8) Integrating culture into the curriculum (4)
9) Navajo literacy (4)
10) Bilingual Education Models (2)
11) Teaching in the Native Language (5)
12) Teaching of reading (6)

Finally, according to the respondents, parent's most common request is for:

1) Rationale for Bilingual Education (11)
2) Ways of encouraging parental involvement in the schools (8)
3) Strategies in how to involve parents in learning activities (7)
4) Bilingual Education Models (3)
5) Slide presentations of various Native American Programs (6)
6) Bilingual teaching methodology (4)
7) Research on the effectiveness of Bilingual Education (3)
8) Improving attitude toward language differences (3)
9) Material displays (5)
10) Material development (4)
11) Legislation affecting Bilingual Education (2)

Forty-two percent of the bilingual programs are classified as transitional, sixteen percent as maintenance and forty-two as others.

The following courses were identified as courses which should be taught by IHEs to help meet the needs of directors, teachers and teacher-aides:

1) Bilingual Education Methodology (12)
2) General Linguistics (2)
3) Navajo Language classes (5)
4) Philosophy of Bilingual Education (9)
5) Bilingual Models (3)

6) American Indian Art for the classroom teacher (6)
7) Curriculum Development (6)
8) Navajo Literacy (3)
9) Teaching in the Native Language (5)
10) Early Childhood Education (3)
11) Integrating cultural concepts and instruction (5)
12) Second Language Development Training in American Indian Languages (5)
13) Materials Development (3)
14) Indian Education (3)
15) Navajo History (4)
16) Language Arts for the Bilingual School (3)
17) Teacher-Aide Training (3)
18) Teaching English as a Second Language (3)
19) Teaching of Reading (3)
20) Classroom Management (3)

The goals in terms of the present Title VII bilingual programs in the service area were:

1) To prepare students to function in English.
2) To develop concepts in all academic areas by use of Navajo/English.
3) To implement a cultural enrichment program with parental participation.
4) To enhance concept development through cultural instruction.

5) To instruct teachers in Navajo language in order to be able to communicate and teach communication skills in Navajo to students.
6) To increase self-concept of Navajo students and positive attitudes with peers and teachers.
7) To train staff in the literacy skills of the Navajo language.
8) To provide information to the Navajo Community on bilingual education and why it is necessary.
9) To develop a workable curriculum completed and in hands of teachers this year.
10) To complete Language development curriculum.
11) To develop students who can function on a high level of academic achievement - English.
12) To increase overall academic achievement.

One hundred percent of the respondents considered state-wide or region-wide conferences of value provided they addressed the following:

1) Needs of American Indian children and the means of meeting them.
2) Proposal writing
3) Program evaluation
4) Bilingual education in general
5) Bilingual materials
6) Teacher and teacher-aide training

7) Practical demonstrations and workshops.
8) Materials development techniques
9) Program management
10) Overview of other Title VII Programs
11) Language and academic assessment instruments
12) Provided for small group participation
13) Attempts to establish strong ties and gain recognition as an Indian servicing organization.

One hundred percent of the respondents felt it is important to pilot and field test materials before they are adopted for use and considered the following considerations important in the actual pilot and field testing of materials:

1) Close monitoring.
2) Train teacher or teachers in pilot and field testing procedures.
3) Consideration of administrators, teachers, and teacher-aides feedback.
4) Formative evaluation.
5) Pretesting and post-testing should be kept to an absolute minimum.
6) Enough time to determine if materials are appropriate.
7) Accuracy of cultural materials.
8) Language appropriateness in materials.
9) Appropriateness of materials in meeting individual needs.

10) Whether they will work with students and if they are beneficial to learning or just time fillers.

11) Develop test items for materials prior to pilot and have implementation log recorded daily.

AIBEC's role in the overall individual Title VII bilingual plan was perceived as:

1) Provide a united effort for American Indian bilingual education.
2) Provide teacher training sessions.
3) Provide information concerning programs and legislation.
4) Disseminate information on available bilingual materials.
5) Provide consultant services in all areas of bilingual education.
6) Provide opportunities to meet with other directors and share information.
7) Coordinate and cooperate with Navajo Division of Education and other Bilingual Programs.
8) Promote educational-bilingual materials development for Native Americans.
9) Provide orientation for administrators on bilingual education.
10) Provide training on language assessments.
11) Provide training on program evaluation.
12) Facilitate dissemination of information between projects.

13) Gather data to establish model programs that work in particular situations.
14) Provide tuition assistance.
15) Initiate degree oriented program of studies.
16) Provide materials bank.

The following recommendations are made for the improvement of communications between Title VII programs and AIBEC:

1) Support Bilingual Program through periodic on-site visits and periodic needs assessments.
2) Communicate information concerning meetings and workshops, conferences, etc., far in advance.
3) Focus on fewer items during meetings and workshops.
4) Provide monthly newsletters.
5) Provide information about AIBEC to the Administrators and to the teaching staff.
6) Provide information on AIBEC's services.
7) Direct contact primarily with the program director rather than the other administrators.
8) Inform programs of any other sessions, conferences on Bilingual Education or any education conferences.
9) Share Pine Hills program with other Indian projects.
10) Coordinate closely with NAMDC for material dissemination.

The needs assessment study was received well by directors and/or representatives and did much to reassure that the American Indian

Bilingual Education Center is genuinely concerned with providing relevant and effective services. The results of the study should help to provide the input needed from the school districts to improve services.

Based on the needs identified by this study, the following goals, objectives, and activities were developed for the 1978-1979 Project Year.

GOAL I

Conduct In-depth Language and Programmatic Needs Assessments and Compile Linguistic Information on Languages

Objectives	Activities	Time Line
1. Determine informally the immediate training and materials needs of Title VII directors, teachers, teacher aides, administrators and parents.	1. Conduct needs assessment to identify the more immediate needs through on-site visitation, consultations, workshops and other discussions with LEA, IHE and SEA personnel. Design formal instrument to retrieve data.	October
2. Secure approvals for conduct of needs assessments from Tribal Governors/Councils/Agencies.	2. Make on-site visitations collecting information on the projects forming baseline descriptive data on Title VII Projects in our service area.	January
3. Update AIBEC's formal needs assessment study.	3. Directors Workshop - Planning session (October 26, 1978 and Nov. 1-2, 1978)	November
4. Analyze needs assessment data and plan for use of information gathered.	4. Compile a list of American Indian consultants.	March
5. Share needs information and procedures with Tribal Governors/Councils/ Agencies, Dissemination Centers, Materials Development Centers, and other Resource Centers, SEA's, IHE's, NODAC, OCR and/or other agencies as appropriate.	5. Obtain and utilize Student Achievement data from SEA's (AZ, NM) for establishing priorities and curriculum needs.	March 30
	6. Identify workshops, college courses, seminars and symposiums to meet the needs of the LEA's.	Feburary

GOAL II

Provide training, technical assistance and programmatic assistance to LEA's and other programs and coordinate these activities with SEA's, IHE's and other agencies.

Objectives	Activities	Time Line
1. Initiate and coordinate meetings with IHE's, SEA's and other projects and agencies involved in training activities in order to coordinate activities and avoid duplication of services.	1. Organize, plan, conduct, and/or Co-sponsor at least two regional workshops for school administrators, bilingual program directors and other appropriate supervisory personnel to improve skills in such areas as program planning, implementation, assessment and evaluation.	Peburary - August
2. Organize, plan and conduct meetings, conferences, and workshops for LEA personnel where bilingual programs are being implemented.	2. Organize, plan, conduct, and/or Co-sponsor at least two intensive workshops during the year which impact upon Title VII LEA's in the service region to help upgrade the instructional skills of teachers in bilingual education programs. (Topics based on recent needs assessment).	November - August
3. Train a cadre of specialists from LEA personnel to conduct training programs for teachers.		
4. Initiate, coordinate and improve IHE programs related to bilingual education.	3. Sponsor or Co-sponsor at least two working conferences for representatives from IHE's in the region to share program ideas, identify problems and their solutions and to develop a supportive effort among them for innovative programs.	January - September
5. Upgrade skills of school administrators including Title VII bilingual program directors, school principals, school board members and others working in areas such as community planning and implementation, management, and assessment/evaluation.	4. Training/technical assistance to individual Title VII programs, LEAs, and N. M. American Indian Bilingual Steering Committee to improve skills in Bilingual Education.	October - September

GOAL II (Continued)

Objectives	Activities	Time Line
6. Upgrade bilingual instructional skills of teachers, non-Indian personnel, teacher aides, and community volunteers who will work in the classroom.	5. In-service training for and sharing information with Center staff.	October - September
7. Train teachers and teacher aides to develop, integrate, and effectively use instructional materials.	6. Assist LEAs in making arrangements with IHEs in the service region for courses for teachers and teacher aides to help improve their instructional skills and work on degrees.	October - September
8. Upgrade skills of para-professionals through intensive workshops and through other degree-granting programs in cooperation with IHE's that may provide career ladder opportunities.	7. Develop and sponsor ongoing training workshops designed to develop expertise for selected LEA teachers and others who will assume the responsibility for training teachers and other school personnel in their respective LEAs.	October - September
9. Assist IHEs in developing, designing and implementing bilingual/bicultural teacher and/or teacher aide training program leading to an AA or higher degree for tribes included in the service area.	8. Provide technical assistance to Title VII Project Directors and LEAs in planning bilingual training activities.	October - September
10. Provide assistance to the N.M. American Indian Bilingual Education Steering Committee in developing and recommending bilingual education certification requirements.	9. Provide technical assistance in the preparation of annotated bibliographies.	October - September
11. Development of AIBEC and MEC Staff.	10. Develop and sponsor Summer Training Institutes for Title VII Bilingual Education Personnel including American Indian Language Institute(s).	October - September

GOAL III

Pilot Test Curriculum Materials Developed for American Indian Language Groups.

Objectives	Activities	Time Line
1. Establish close working relationships with the Native American Materials Development Center and other educational agencies.	1. Examine materials in various American Indian languages, determining grade level, scope, sequence, relation to content area and accurateness, as approved by representatives of tribal groups.	October - September
2. Design, develop and implement pilot testing procedures with LEA, SEA, IHE, AIPC, NDOE, and other relevant groups.	2. Continue to establish pilot testing site networks of schools in the service region as needed.	October - September
3. Train teachers and teacher aides in pilot testing criteria. Train teacher aides on use of criteria.	3. Supervise and monitor the pilot testing of materials for the Materials Development Centers, and/or LEA Materials Developers, IHE, AIPC, NDOE, and other agencies.	January - June
4. Pilot test bilingual education materials produced by appropriate Title VII Materials Development Centers, and/or LEA Materials Developers, IHE, NDOE, AIPC, and other agencies.	4. Submit feedback information to Materials Development Centers and/or LEA Materials Developers and other agencies. Disseminate information on pilot test procedures, results, and recommendations to LEAs and other involved organizations and agencies.	January - August
5. In cooperation with the American Indian communities, define and document procedures and the extent to which the center and others may use the materials developed in the various language groups.	5. Train teachers and teacher aides for pilot testing of materials.	January - June
	6. Provide technical assistance in establishing criteria for evaluation of materials in LEA Projects, in cooperation with program people.	October - September

GOAL IV

Organize a Communication and Coordination System Which Includes LEAs, SEAs, Other Centers in the Network and Other American Indian Agencies.

Objectives	Activities	Time Line
1. Establish and maintain open lines of communication in order to bring about understanding and cooperation among agencies, including LEAs, IHEs, other centers in the network, American Indian agencies, and special projects, and to assure that all needs in service region are being met.	1. Provide periodic visitation and disseminate data acquired.	October - September
	2. Sponsor at least one working conference where representation of IHEs, LEAs, SEAs, and other American Indian groups in the region can interact and communicate relevant information geared toward program offerings and certification requirements.	October - September
2. Establish and maintain a system of documenting and reporting services rendered by the American Indian Bilingual Education Center (AIBEC).	3. Publish three newsletters during the Project period with information on services available to the LEAs from the Resource Center, IHEs and the SEAs, as well as information of interest and value to other Centers in the National Network.	October - August
3. Promote sharing of information on bilingual education and conferences in such areas as IHE program offerings, LEA program and training needs, and SEA certification requirements.	4. Publish and disseminate information on conferences, seminars, and important meetings.	October - September
4. Assist the New Mexico Bilingual Steering Committee and the Northern Arizona Bilingual Education Consortium in the sharing of information on American Indian Bilingual Education.	5. Sponsor, jointly with other projects and agencies, conferences and/or workshops designed to share information relevant to the coordination of services to avoid duplication.	October - September

GOAL IV (Continued)

Objectives	Activities	Time Line
	6. Communicate with specific agencies such as the BIA, NDOE, IHEs, AIPC, and teacher training programs in order to disseminate information on activities and concerns of the Center.	October - September
	7. Publish the Center's "Info-Flyer" providing news of materials received for pilot testing.	October - Feburary
	8. Reproduce and distribute Handbook which explains services of the Center and procedures for requesting their services.	October - Feburary
	9. Reproduce and distribute Evaluation Monograph which provides four evaluation designs that may be used by Title VII projects.	October - Feburary
	10. Share with regional Title VII personnel the results of the regionwide needs assessment for training and materials.	October - January
	11. Establish an Advisory Council with appropriate representation from tribal groups, agencies, teachers, etc., in service area.	October - January
	12. Develop media presentation on a rationale for American Indian Bilingual Education.	October - August
	13. Publish AIBEC information brochure.	October - March
	14. Provide programmatic reports and information to OBE.	October - September

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GOAL IV (Continued)

Objectives	Activities	Time Line
	15. Publish directory of projects in service area.	February - March
	16. Prepare slide tape presentations on existing programs in service area.	January - June

GOAL V

Consolidate collection of Instructional and Professional Materials for American Indian Program

Objectives	Activities	Time Line
1. Make provisions for establishing a borrowing and retrieval system for circulation of materials.	1. Continue to review, select and acquire materials in order to recommend specific materials for programs.	October - September
2. Develop criteria for evaluating materials.	2. Classify and index new materials acquired.	October - September
3. Continue to expand the collection of instructional and professional materials on bilingual education.	3. Continue to collect in-house demonstration materials for use at workshops, seminars, conferences and for use by LEAs, IHEs, and SEAs upon request.	October - September
4. Establish collections of selected materials in field office.	4. Disseminate information related to recently acquired materials available for review purposes.	October - September
5. Upon request, provide appropriate research information in areas of Bilingual Education to Title VII Projects.	5. Conduct in-service training evaluation, selection, and utilization of bilingual materials.	October - September
6. Make available and demonstrate bilingual education material learning packages to LEAs, IHEs, SEAs, and other appropriate agencies, where possible.	6. Provide access to the information retrieval systems of the ERIC Clearinghouse and the National Bilingual Clearing House.	October - September
	7. Coordinate with State adopted lists.	October - September
	8. Provide material displays for LEAs, workshops and conferences upon request.	October - September
	9. Assist in building resource collections, print, and non-print, in Title VII Programs	October - September

GOAL V (Continued)

Objectives	Activities	Time Line
	10. Assist in identifying bilingual/ bicultural resources to meet specific needs in bilingual education.	October - September
	11. Assist in conducting literature searches related to bilingual education.	October - September
	12. Assist in the acquisition of materials that will enhance the social and physical environmental aspects of a bilingual program.	October - September
	13. Publish and update AIBEC bibliography of materials in cooperation with other organizations.	October - Feburary
	14. Continue to review research and other Professional literature regarding training and materials needs.	October - September

GOAL VI

Provide Training for Parents Who Have Children in American Indian Bilingual Programs.

Objectives	Activities	Time Line
1. Provide opportunities so that parents may better understand bilingual education and the parental role in this teaching/learning process.	1. Sponsor meetings, conferences, workshops and seminars designed to provide parents with information regarding bilingual education and the role of and the right of parents.	October - September
2. Provide parents with information designed to help them become more effective supporters of their children's educational endeavors.	2. Provide PACs, upon request from the LEAs, with technical assistance on how they may impact upon decision-making at the local level.	October - September
3. Provide parents with information so they may become active participants in the formulation of educational policies.	3. Upon request from LEA project directors, conduct training sessions for parents so they may serve as adjunct instructors in selected classrooms and in the home.	October - September
4. Provide training for parents so they may be able to actively and productively participate in the bilingual classroom.	4. Upon request from LEAs, inform parents on evaluation instruments being used, school management process, policymaking, and existing laws relevant to local and national bilingual education.	October - September
5. Assist LEAs in procedures for disseminating information about the school to the community and the community to the school, thereby establishing a supportive system between the school and the community.		

GOAL VII

Plan and Conduct Comparative Analysis and Linguistic Survey of Major American Indian Language(s) in Service Area

Objective	Activities	Time Line
1. Provide comparative linguistic analysis document between selected American Indian language(s) and English.	1. Compile information on American Indian languages in our service area for a publication on Comparative Analysis between selective American Indian Languages and English.	Jan. 18 - April 1
2. Obtain existing data from appropriate agencies on the present status of navajo language proficiency of six year old children.	a. Contract with linguists, teachers, native speakers, Native American linguists and Project Directors.	
3. Assist bilingual projects in standardizing language assessment Procedures.	2. Secure approval for obtaining existing data from Navajo Division of Education and other appropriate agencies.	Feb. 5 - Feb. 16
	3. Coordinate data acquisition with Navajo Division of Education and other appropriate agencies.	Feb. 19 - Mar. 2
	4. Collect and compile data for each target school.	Mar. 5 - April 30
	5. Share data with Navajo Division of education and other appropriate agencies.	May 1 - June 29
	6. Provide technical assistance and conference(s) on development of standardized assessment procedures.	Jan. 29 - Aug. 30

THE AIBEC SERVICE AREA

The American Indian Bilingual Education Center is part of the National Network of Centers for Bilingual Education. The Center provides support services in Bilingual/Bicultural Education to American Indian Local Education Agencies (LEA's), Institutions of Higher Education (IHE's), State Educational Agencies (SEA's) and other educational programs. These support services include programmatic and technical assistance as well as teacher training for E.S.E.A. American Indian Title VII projects. In addition to providing such services, the Center serves as a link between the LEA's, MDC's, and DAC's.